

Key Priorities - Summary 2024/2027

INSPECTION AREA	YEAR 2024-25	LINKS WITH NATIONAL AND REGIONAL PRIORITIES
	Priority	
IA1 LEARNING AND TEACHING	<p>Priority 1 Raise standards of literacy in all classes. Area to prioritise resulting from 2023/2024 outcome analysis:</p> <ul style="list-style-type: none"> Continue to develop progression in writing across the school, with a particular focus on spelling. <p>Priority 2 Raise standards of numeracy in all classes. Areas to prioritise resulting from 2023/2024 outcome analysis:</p> <ul style="list-style-type: none"> Develop pupils conceptual understanding of maths concepts through the use of visual aids and manipulatives <p>Priority 3 To ensure all staff understand the expectations about the quality of teaching and learning across the school. Particular focus this academic year will be on:</p> <ul style="list-style-type: none"> Ensuring pupils develop their independence and take increasing responsibility for their own learning UNCRC Article 28 – The right to an education UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: The right to an education that tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment 	1a, 1b, 1c, 3a 4a Estyn R1 and R3
IA2 WELLBEING CARE, SUPPORT AND GUIDANCE	<p>Priority 4 To design a curriculum that supports pupils' spiritual, moral, social and cultural awareness. Particular focus will be on:</p> <ul style="list-style-type: none"> Ensuring the school continues puts children's rights (UNCRC) at the heart of school policy and practice Beginning to review our diversity offer to pupils by considering if our curriculum is meaningful and authentic for all pupils Reviewing provision for prayer and worship across the school <p>UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: See above</p>	2c 3a 4c, 4d
IA3 LEADING AND IMPROVING	<p>Priority 5 To continue to strengthen and develop leadership capacity at all levels in order to lead to high quality provision and outcomes for all learners. The focus will be on:</p> <ul style="list-style-type: none"> Middle leaders developing their skills to evaluate the impact of their area of responsibility on pupils learning Continuing to enable pupil leadership groups to have an impact on school improvement Developing a deeper understanding of the revised section 50 framework to support RE self-evaluation. <p>UNCRC Article 28: The right to an education UNCRC Article 3: Everyone who works with children always does what is best for each child.</p>	2a, 2b, 2c, 2d 3d 4b, 4d

INSPECTION AREA	Year: 2025/2026	Year: 2026/2027
	Priority	Priority
IA1 TEACHING AND LEARNING	<ul style="list-style-type: none"> Raise standards of literacy and numeracy in all classes throughout both key phases. Areas to prioritise resulting from analysis of 2024/2025 pupil outcomes. To continue to review and evolve progression and assessment to ensure teacher assessments are valid, accurate and reliable To continue to explore high quality learning opportunities and experiences to support Curriculum for Wales To fully implement the new RE Directory 	<ul style="list-style-type: none"> Raise standards of literacy and numeracy in all classes throughout both key phases. Areas to prioritise resulting from analysis of 2025/2026 pupil outcomes. Evaluate and refine how well the curriculum develops learners skills, knowledge and understanding Further develop planning to support the progression of skills in each AoLE To review and refine the implementation of the RE Directory Continue to explore high quality learning opportunities and experiences to support Curriculum for Wales
IA2 WELLBEING CARE, SUPPORT AND GUIDANCE	<ul style="list-style-type: none"> Evaluate and refine the role of pupil voice in developing confident and resilient learners Evaluate and refine universal and targeted provision to support all learners Continue with implementation of the ALN Bill (Writing IDPs, PCPs etc, sharing with staff, parents and governors). 	<ul style="list-style-type: none"> Evaluate and refine universal and targeted provision to support all learners
IA3 LEADING AND IMPROVING	<ul style="list-style-type: none"> Continue to review curriculum design and impact of middle leadership roles To continue to review self-evaluation processes, utilising the national resource (NEIR), to ensure they are manageable and provide an accurate picture of school performance. Continue develop the strategic cycle for governor involvement in evaluating school performance Further develop engagement with parents to help them support their children's learning and well-being needs 	<ul style="list-style-type: none"> Evaluate and refine the strategic cycle for governor involvement in evaluating school performance Evaluate and refine self-evaluation processes to ensure they are manageable and provide an accurate picture of school performance and identify areas for development Evaluate and refine how the school engages with the wider community to support learners academic progress and well-being needs